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Universal Design for Learning and Students with Significant Cognitive Disabilities

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Agenda

- UDL Definition
- UDL Principles
- UDL Applications

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What is Universal Design for Learning?

Universal design for learning is a scientifically valid framework for guiding educational practice that

(a) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and

(b) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

(U.S., Higher Education Opportunity Act)

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UDL in the Every Student Succeeds Act (ESSA)

SEC. 2221(b)(1). COMPREHENSIVE LITERACY INSTRUCTION
"The term 'comprehensive literacy instruction' means instruction that— ''includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas; … ' … **incorporates the principles of universal design for learning**;…''"

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Students come to the classroom with a variety of needs, skills, talents, and interests.

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The typical curriculum—which includes goals, instructional methods, classroom materials, and assessments—has many barriers and roadblocks.

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Students and teachers are expected to make all of the necessary adjustments.

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UDL places the burden to adapt on the curriculum itself.

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Principles of UDL

- Provide multiple, flexible means of:
  ➤ Representation
  ➤ Expression
  ➤ Engagement

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Addressing Various Learning Networks

Recognition Network — What?

Strategic Network — How?

Affective Network — Why?

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UDL and the Learning Brain
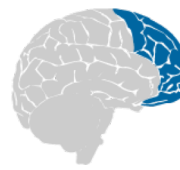
Recognition networks: "the what of learning"

identify and interpret patterns of sound, light, taste, smell, and touch

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Strategic networks: "the how of learning"

plan, execute, and monitor actions and skills

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Affective networks:
"the why of learning"
evaluate and set
priorities

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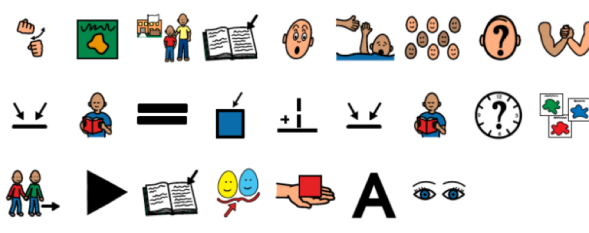## How do the principles of Universal Design for Learning Relate to Students with Significant Cognitive Disabilities?

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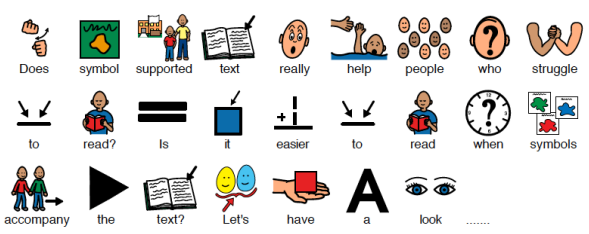**Department of Public Instruction**
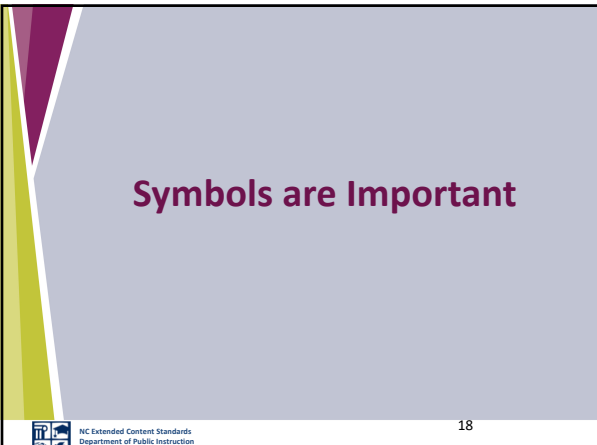
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Multiple and Flexible Means of Representation

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Does symbol supported text really help people who struggle to read? Is it easier to read when symbols accompany the text? Let's have a look ....

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Symbols are Important

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Multiple and Flexible Means of Representation

Easier text

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Multiple and Flexible Means of Representation

Supportive illustrations

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Multiple and Flexible Means of Representation

Simple explanations

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Multiple and Flexible Means of Representation

Videos/Multimedia

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Multiple and Flexible Means of Representation

Manipulatives

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Multiple and Flexible Means of Representation

Real-life examples

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Multiple and Flexible Means of Expression

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Consistency

vs.

Flexibility

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Project Core
http://project-core.com

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Core Vocabulary

- Words we use every day.
- Supported by years of research.
- Small set of powerful words.
- Featured in most commercially available augmentative and alternative communication devices and apps

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Universal Core Vocabulary

all	help	not	turn
can	here	on	up
different	I	open	want
do	in	put	what
finished	it	same	when
get	like	she	where
go	look	some	who
good	make	stop	why
he	more	that	you

Example of Universal Core

like	want	get	make	good	more	
not	go	look	turn	help	different	
I	he	open	do	put	same	
you	she	that	up	all	some	
it	here	in	on	can	finished	
where	what	why	who	when	stop	

The Picture Communication Symbols ©1981–2018 by Mayer-Johnson LLC. All Rights Reserved Worldwide. Used with permission.

like	want	not	go

Conceptual

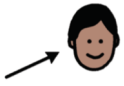NC Extended Content Standards
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cat

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it *versus* Earth

it

Earth

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he *versus* Pinocchio

he

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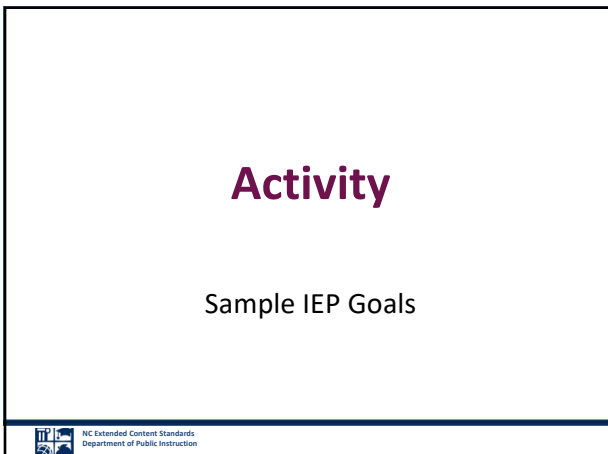
Multiple and Flexible Means of Engagement

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Activity

Sample IEP Goals

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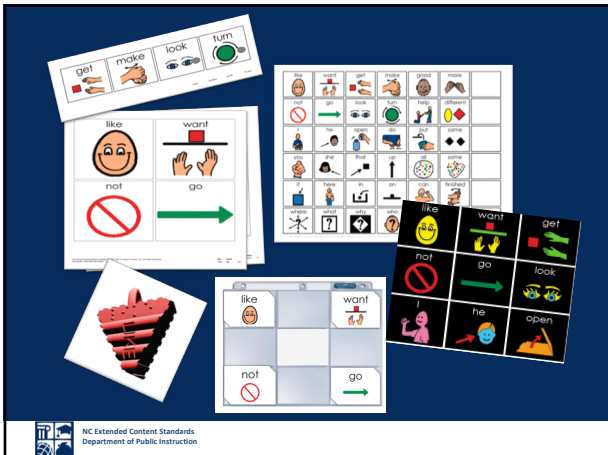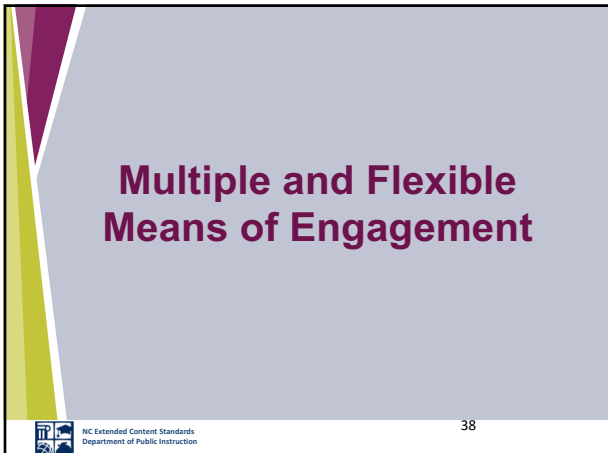
Additional Modules

- Process, Change, and Tools

- English Language Arts Instructional Implications

- Mathematics Instructional Implications

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THANK YOU!

For any additional information or questions, please contact:

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